School Improvement Unit
Report

Narangba Valley State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Narangba Valley on the 21, 22 and 25 May 2015. It provides an evaluation of the school’s performance against the nine domains of the National School Improvement Tool. It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

<table>
<thead>
<tr>
<th>Location</th>
<th>Creekside Drive, Narangba</th>
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<tbody>
<tr>
<td>Education region</td>
<td>North Coast</td>
</tr>
<tr>
<td>The school opened in</td>
<td>2005</td>
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<tr>
<td>Year levels</td>
<td>Prep to Year 6</td>
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<tr>
<td>Current school enrolment</td>
<td>1100</td>
</tr>
<tr>
<td>Indigenous enrolments</td>
<td>2 per cent</td>
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<tr>
<td>Students with disability enrolments</td>
<td>4.4 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>1037</td>
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<tr>
<td>Year principal appointed:</td>
<td>2004</td>
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<tr>
<td>Number of teachers</td>
<td>61 classroom and specialist teachers</td>
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<tr>
<td>Nearby schools:</td>
<td>Narangba Valley State High School, Burpengary State High School, Burpengary State School, Burpengary Meadows State School, Jinaburra State School</td>
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<tr>
<td>Significant community partnerships:</td>
<td>Narangba Valley/Burpengary Community Of Practice, Sustainable Partnerships Australia</td>
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<td>Unique school programs:</td>
<td>Early Years Literacy Strategy</td>
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1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Three Deputy Principals, Head of Curriculum (HOC), Head of Special Education Services (HOSES) and Master Teacher
  - Business Services Manager (BSM), three Administrative Officers
  - 30 class teachers
  - 70 students
  - 35 parents

1.4 Review team

Stephen Auer  Internal Reviewer, SIU (review chair)
Bob Cole  External reviewer
Deirdre von Guilleaume  Peer reviewer
2. Executive summary

2.1 Key findings

- Staff, students and parents speak highly of the school.

  The school promotes and maintains a commitment to excellence evidenced by the high expectations of teaching, learning and behaviour, the strong learning culture and the belief that all students will learn successfully. School staff demonstrate a high sense of collegiality and common purpose.

  Interactions between staff, students, parents and families are caring, polite and inclusive. Parents are welcomed as partners in their children’s learning. There is a respectful culture between the school and the community.

- The school leadership team drives a narrow and sharp school improvement agenda focused on literacy and numeracy outcomes.

  School staff are aware of and engaged in the school’s current priorities of reading, problem solving, number facts and writing. Progress towards agreed improvement targets is monitored and programs are systematically evaluated for their effectiveness in producing the desired improvements in student learning. The budget and resource allocations are tightly aligned to the improvement agenda.

- There are varying degrees of data literacy within the teaching staff.

  Data is used to analyse student performance as part of the planning process. Student data is analysed at a sophisticated level by the leadership team and a number of the teaching staff. Professional development is provided to develop staff skills in this area. Staff acknowledge that their data analysis skills are improving and still require additional development.

- Student feedback is evident, however it is not consistent across the school.

  Students are receiving both written and verbal feedback about their learning from many of their teachers. It is purposeful in that it describes their current achievements and ways to improve. There is no school-wide consistent approach to this process.

- School data indicates that there is strong potential for more students achieve in the Upper Two Bands (U2B) of NAPLAN.

  National Assessment Program – Literacy and Numeracy (NAPLAN) longitudinal data (2008-14) indicates continued improvement in U2B performance relative to the nation and similar Queensland state schools for Year 3 and Year 5 students. Discussions with teachers indicate a need for further application of higher-order thinking strategies as a pedagogical practice to lift student performance.
• Some staff report gaps in the current induction program to meet their needs.

Most teachers reported satisfaction with current induction processes. Some teachers expressed a desire to have more time with key personnel over a longer period of time due to information overload upon arrival.

• A staff wellbeing plan has been developed to improve staff morale.

School Opinion Survey results in 2014 indicate that staff morale satisfaction was at 74.7 per cent. Staff conversations revealed concerns about workload and work-life balance. A staff well-being plan has been developed to address these issues. Staff reported confidence in the leadership team to address this issue.

• Coaching, mentoring and year level teacher teams are effective mechanisms within the school.

Teachers have been identified, trained and supported in coaching, mentoring and coordinating roles. There is a documented program for coaching and mentoring in the school. Some of these key teachers have expressed a desire to further develop their skill set in order to continue to support their peers. Year level teams are operating effectively.
2.2 Key improvement strategies

- Further develop the data literacies of all teaching staff.
- Design a research-based model for consistent quality feedback to students.
- Review the induction program in the school to provide consistent knowledge of all school programs and practices.
- Provide further support for all teachers in the use of higher-order thinking strategies.
- Progress the newly developed *Staff Health and Wellbeing Strategy* and routinely and collaboratively review its progress.
- Build teacher capability through the ongoing development of teacher teams, coaches and mentors.